Sharing Wisdom: Building Mentoring Relationships

Participant Guide

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Welcome

Welcome to this TEL (Technology Enhanced Learning) training event. We are excited that you will be joining us today for *Sharing Wisdom: Building Mentoring Relationships* and we look forward to helping you to get as much out of this time as possible.

Your classroom includes students from many different locations across the NPS. You have the opportunity to hear what everyone is saying. Don't hesitate to ask questions—if you have a question, there are probably several others in the class who have the same one—you might as well be the one to ask! It is our goal that you leave class today with no unanswered questions.

How To Interact With the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this TELNPS course.

If you were physically in the classroom with the instructor, you would raise your hand to let her/him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that "protocol" for asking questions or making comments.

With TELNPS courses there is also a "protocol" to follow to ensure that you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more TELNPS courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push-to-talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

When you have a question, press and hold down the push-to-talk button, maintaining a distance of 12-18 inches, and say,

> *"Excuse me [instructor's first name], this is [your first name]*
>
> *at [your location]. I have a question (or I have a comment)."*

> Then release the push-to-talk button. This is important.
>
> Until you release the button, you will not be able to hear the instructor.

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.

✓ Course Overview

Why Sharing Wisdom: Building Mentoring Relationships? This NSA TEL is a joint program intended to launch mentees and their mentors who are beginning a mentoring relationship. Specific actions and behaviors that mentors and mentees should articulate during all phases of one-on-one formal mentoring relationships will be introduced. Instruction and facilitation will be geared towards distinguishing between a mentoring relationship and other formal business relationships, clarifying expectations within the mentoring relationship, and developing an "ideal" which will guide the relationship and anticipate changes. Participants will interact with the instructor, their mentors, and other mentees as they learn.

Target Audience

All program participants from the New Superintendent Academy who are entering into mentoring relationships, as well as their mentors.

Program Timing

Sharing Wisdom: Building Mentoring Relationships is a 4-hour TELNPS course.

Learning Objectives

After completing this course, you will be able to:

- Prepare to be a successful mentor or mentee, using case studies to recognize and describe expectations and approaches to mentoring.

- Recognize challenges of being in a mentoring relationship and begin to develop solutions to address these challenges.

- Plan strategies to maintain a positive mentoring relationship.

- Distinguish mentoring from other types of one-on-one relationships such as coaching and consulting.

- Determine the value of the mentoring relationship for the future of the NPS.

Course Guidelines

- Actively participate in the course

- Use the TELNPS protocol for interactions

- Return from breaks on time

- Complete the entire course

- Have fun!

Sharing Wisdom: Building Mentoring Relationships
Course Map[1]

| Welcome |
| Introductions |

| Review of Objectives |
| Guidelines |

| What a Mentoring Relationship Is and Is Not |

| Benefits of Mentoring |

| Strategies for Successful Mentoring |

| Challenges of Being a Mentor or Mentee |

| Ending the Relationship |

| Wrap-Up |

| Closing and Evaluations |

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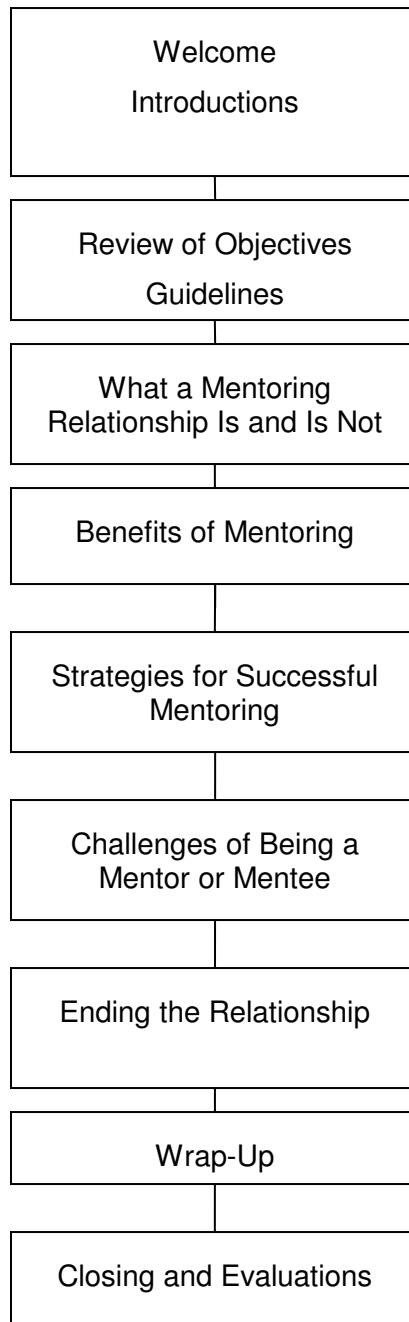
[1] <u>Sharing Wisdom: Building Mentoring Relationships</u> was designed and developed by *italix consulting services* and may be duplicated with permission.

Introductions

Directions: Please answer the questions below and be prepared to share your responses.

1. **Have you ever been a mentor/mentee in the past? What was your experience?**

2. **What is the most important quality a participant in a mentoring relationship should possess?**

3. **On a scale of 1-10 (1 low 10 high), how would you rate the value of a formal mentoring program or relationship to the NPS? Why?**

4. **What is one of your learning goals for this course?**

Video: Real Life Experience

Directions: Let's hear from one of your colleagues, Meg Jensen, Superintendent of Wrangell-St. Elias National Park and Preserve in Alaska. Meg has also participated in an informal mentoring relationship as a mentee. You may wish to jot down some of her ideas regarding her mentoring experience.

"Mentor: Someone whose hindsight can become your foresight." ~ *Anonymous*

What Mentoring Is and Is Not

This course offers practical tools and techniques to establish and preserve effective relationships between mentors and mentees. Partners who are skilled in understanding and participating in one-to-one mentoring relationships will directly contribute to a more effective utilization of time and energy in a mentoring program.

Based on the work of Dr. Norman H. Cohen, we will explore mentoring from two dimensions: one in a conceptual context and one in a practical context. The skills learned in this program are directly linked to the SES Executive Core Qualifications approved by the Office of Personnel Management (Appendix H).

To best define mentoring, let's discuss what it is and what it is not.

A Mentoring Relationship Is:

• focused on the needs of the person being mentored

• a process of mutual growth

• respectful and constructive dialogue

• supportive critiques by the mentor offered in a non-threatening way and grounded in specific data

• receptive and open-minded mentees willing to reflect and discuss the mentor's supportive critiques

• an active learning partnership for both mentors and mentees

• well-planned schedules and tangible actions aimed at achieving maximum learning possibilities in the time available for both partners

• a one-on-one model of learning with an understanding for respect of necessary guidelines and limitations

A Mentoring Relationship Is Not:

• control of decision-making or taking over situations for the mentee

• unhealthy feedback and criticism offered by mentors to mentees

• a quick-fix solution to all problems

Differences Between Mentoring and Other Disciplines

Therapy	Mentoring	Consulting	Coaching
Deals mostly with a person's past and trauma, and seeks healing	Deals mostly with succession training and seeks to help someone do what you do	Deals mostly with problems and seeks to provide information *(expertise, strategy, structures, methodologies)* to solve them	Deals mostly with a person's present and seeks to guide them into a more desirable future
Doctor-patient relationship (Therapist has the answers)	"Older/Wiser"-Younger/Less Experienced relationship *(Mentor has the answers)*	Expert-Person with Problem relationship *(Consultant has the answers)*	Co-creative equal partnership *(Coach helps client discover their own answers)*
Assumes emotions are a symptom of something wrong	Is limited to emotional response of the mentoring parameters (succession, etc.)	Does not normally address or deal with emotions (informational only)	Assumes emotions are natural and normalizes them
The Therapist diagnoses, then provides professional expertise and guidelines to give you a path to healing.	The Mentor allows you to observe his/her behavior, expertise, answers questions, provides guidance and wisdom for the stated purpose of the mentoring.	The Consultant stands back, evaluates a situation, then tells you the problem and how to fix it.	The Coach stands with you, and helps YOU identify the challenges, then works with you to turn challenges into victories and holds you accountable to reach your desired goals.

Benefits of Mentoring

Directions: List as many benefits that the mentoring relationship provides to each of the categories below. Be prepared to share your answers.

To the Mentee:

Offer realistic and productive options for obtaining learning relevant to the workplace

_____

_____

To the Mentor:

Serve as an inspiring role model

_____

_____

To the Organization:

Increased productivity from increasingly competent and confident mentees

_____

_____

"Be the change you want to see in the world." *~ Gandhi*

Preparing for the Mentoring Relationship

Mentor Self-Assessment[2]

Mentee Self-Assessment[3]

As you enter into the mentoring relationship, it is important to understand from the beginning that you have a shared responsibility for the success of the learning process. This will enable you to respond to your mentoring partner in a constructive manner, and accelerate progress in a program often limited by time and distance.

Directions: You have completed the **Principles of Adult Mentoring Inventory (PAMI**) or the **Mentee Self-Assessment.** These self-assessments provided a means of evaluating your readiness to demonstrate the behaviors that support a successful mentoring relationship.

We will discuss tools and strategies in each of the six areas in this course.

Readiness Assessment Analysis

Directions: Review your assessment. Determine your areas of strength and your areas of development.
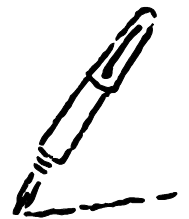
1. *What surprised you about the results of the assessment?*

2. *What did not surprise you?*

3. *What are your areas of strength?*

4. *What are your areas of developmental need?*

5. *How will you increase your competencies in the developmental need areas?*

For your consideration: This tool may be used in several different ways. It could serve as an effective source of feedback from your superior, peers, and direct reports and provide additional insight into your areas of strength and development.

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[2] Cohen, Norman H. The Manager's Pocket Guide to Effective Mentoring. HRD Press. Amherst: 1999.

[3] Perrone-Ambrose Associates, Inc. 2000.

Strategies for Successful Mentoring

Directions: Individually respond to the questions below and be prepared to share.

Mentees only:

1. How would you distinguish between your role as a superintendent and the role you will assume in a mentoring relationship?

Mentees and Mentors:

2. If you could create an ideal mentoring relationship, what would be some of its characteristics?

3. What would you do to achieve these characteristics in your mentoring relationship?

4. What would you like your mentor/mentee to help achieve these characteristics?

5. How will you discuss this with your mentor/mentee?

> *"To the world, you may just be somebody.*
> *But to somebody, you just might be the world." ~ Unknown*

Phases, Dimensions, and Key Points of the Mentor Model[4]

To better understand mentoring, let's use a working definition provided by Dr. Cohen. "Mentoring is the acquisition, interpretation, and application of information for the purpose of promoting the career and educational development of mentees.[5]"

Preparing yourselves (with tools such as **PAMI** or **Mentee Self-Assessment**) to enter a mentoring relationship will help you to better understand your role in each phase of the model and the behavioral dimensions that will add to the synergistic experience possible in all phases.

Demonstrated Behaviors of Mentors and Mentees in all Phases

Each phase is unique and the learning cumulative. In each phase, each partner should:

- *Be flexible*. The model need not always follow a prescribed path and target exact points at which learning and activities must take place.

- *Understand that the model is a process.* It is the mentees' and mentors' own readiness to participate at every phase that should remain the core of the mentoring process and guide the appropriate behavior.

- *Be mentally alert.* There is a connection between phases, dimensions, and key points and there are times when the phases may not progress smoothly. Mentors should help the mentees to understand that there is a purpose for their actions, and that they are not random or impulsive.

Phases, Dimensions, and Key Points

Correlation of Phases, Dimensions, and Key Points		
Phases	**Dimensions**	**Key Points**
Early	Relationship	Trust
Middle	Information	Advice
Later	Facilitative and Confrontative	Alternatives Challenge
Final	Mentor Model Mentee Vision	Motivations Initiative

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[4] Cohen, Norman H. The Mentee's Guide to Mentoring. HRD Press: Amherst. 1999.

[5] Cohen, Norman H. The Mentee's Guide to Mentoring. HRD Press: Amherst. 1999.

Relationship Dimension

In this early phase, you will begin building a trusting relationship with your partner. This phase will set the tone for the entire mentoring interaction between the two of you. In order for trust to develop, the mentor must enter into the relationship with the mentee's best interests in mind; the mentee must enter the relationship in good faith.

Necessary Actions Before Signing the Mentoring Agreement:

- Discussion of the readiness of the partners for the mentoring relationship
- Mentoring expectations
- Mentoring boundaries
- Communication style preferences
- General idea of planning sessions and scheduling

AVAILABLE TOOLS FOR USE DURING THIS PHASE

Mentoring Agreement Form (Appendix A)

Activities and Action Plan Checklist (Appendix B)

Mentoring Profile Form (optional during this phase) (Appendix C)

Review of Resources (optional) (Appendix E)

Building Trust

Directions: With those at your location, answer the questions below and be prepared to share.
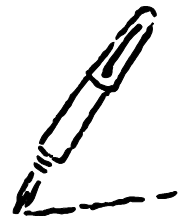
1. ***What actions can you take to establish trust with your mentor/mentee?***

2. ***Identify discussion topics that can help to clarify the content and concerns of mentoring in order to minimize tension and ambiguity.***

"We make a living by what we get; we make a life by what we give." ~ *Winston Churchill*

Case Study #1: Getting Started

Directions: In the video you are about to view, consider the actions needed to be taken by Jess, the mentee, and her mentor, Laura, in order to build an initial bond.

When instructed, answer the questions below with colleagues at your location.

1. **What do you recommend that Jess do next based her conversation with Laura?**

2. **List two challenges when beginning a mentoring relationship. Consider what you've just observed in the video.**

3. **How would you deal with these challenges?**

Information Dimension

In this middle phase, the mentee will provide a factual profile of himself/herself to the mentor. This may have already, in part, been accomplished during the Relationship Dimension. The mentee may complete a form to use as a point of reference in conversations regarding goals and objectives, and resources to achieve goals (e.g., family, financial, organizational). Having this information available will help focus mentoring meetings and minimize abstract and intangible information.

AVAILABLE TOOLS FOR USE DURING THIS PHASE

Mentoring Profile Form (Appendix C)

18 Month Mentoring Calendar (Appendix D)

Review of Resources (optional) (Appendix E)

Mentoring Session Record (Appendix F)

Suitable Developmental Career Plans:

-
-
-

Fact Finding Strategies

Directions: With your colleagues, answer the question below and be prepared to share.

> **1. During this phase, how will you determine a comfortable style of fact finding?**

Facilitative Dimension

In this middle to later mentoring phase, you will partner to review the mentee's career, training, and educational goals. The mentor will serve as a *reality check* and may:

•   ask the mentee to think about the status of his or her current decisions and options

•   revisit the mentee's commitment to the goals

•   analyze the mentee's current position in achieving their stated goals

•   offer different viewpoints and options for the mentee to consider helping him or her in achieving their stated goals

AVAILABLE TOOLS FOR USE DURING THIS PHASE

All forms completed in the first two phases in addition the Learning Contract (see Appendix G).

Feedback Strategies

Directions: With those at your location, complete the questions below. Be prepared to share your responses.

1. Mentors: List 3 obstacles to giving feedback to your mentee.

2. Mentees: List 3 obstacles to receiving feedback from your mentor.

3. How will you deal with these challenges?

Case Study #2: Soliciting and Receiving Feedback

Directions: In the video you are about to view, consider the actions needed to be taken by the mentor (Laura) and her mentee (Jess) in order to successfully work through the facilitative phase and maintain a healthy mentoring relationship.

When instructed, answer the questions below with colleagues at your location.

Mentors:

1. *If you had to give feedback to your mentee, what would you say?*

2. *How would you do it?*

Mentees:

1. *How would you like to receive feedback in this type of situation?*

2. *What questions would you ask your mentor?*

Confrontative Dimension

In this middle to later mentoring phase, you will partner to discuss the mentee's willingness to "pay the price" for the actualization of his or her established goals. This dimension or phase may be the most difficult of all. The challenging dialogue of this dimension is an extension of the facilitative dimension, aimed at reviewing the factual connection between the mentee's potential, career and professional choices, and alternative viewpoints and action options. As the mentor, you will *confront* by guiding and supporting the mentee through an introspective examination of direction and completion of goals. The mentor will communicate concerns with respect, patience, and sensitivity. As the mentee, you should attempt to avoid taking an argumentative stance or aggressive verbal manner and approach the review as feedback for practical solutions that have the potential to produce positive results.

AVAILABLE TOOLS FOR USE DURING THIS PHASE

All forms completed in the first two phases in addition the Learning Contract (see Appendix G).

Mentor referral to professionals who could assist the mentee if the specific problem that emerges is outside the boundaries of the mentoring relationship (e.g., serious personal matters).

Case Study #3: A Challenge to the Ideal

You and your mentee/mentor have articulated all of the necessary steps to create an ideal mentoring relationship. You have completed all forms and agreements at the start of your formal relationship. You have built a bond of trust and highly regard each other. What could possibly impact that ideal and how will you respond?

Directions: In the video you are about to view, consider the actions needed to be taken by the mentor and the mentee in order to successfully work to bring their relationship back to the ideal they identified during the relationship phase.

When instructed, answer the questions below with colleagues at your location.

1. What changing circumstances could directly impact your "ideal" mentoring relationship? (e.g., less support in the environment for mentoring relationship, work priorities/workload/work locations change, etc.)

2. How will you prepare for circumstantial changes?

Mentor Model Dimension/Mentee Vision Dimension

In this final mentoring phase, there will be a transition from a formal mentoring model. Partners will review what has been accomplished. Mentees will determine what they will need to continue to do to achieve long-term goals. Mentors will provide a realistic assessment of the mentee's commitment and pursuit of goals, the notion that there will be an element of risk inherently present and necessary in the pursuit, and that actions speak louder than words. Mentors may disclose relevant personal experiences and lessons learned to demonstrate understanding of the feelings and concerns of the mentee.

The shift from reliance and dependence on the collaborative learning model to the independent and individual adult learning model occurs in this dimension.

Acquisition of Mentoring Skills

Directions: Individually answer the questions below and be prepared to share.

1. **List some of the skills that a mentee should possess at the end of the formal mentoring process.**

2. **List some of the skills that a mentor should possess at the end of the formal mentoring process.**

No Use Policy

In his mentoring program, Dr. Cohen introduces this policy as one that discourages the use of mentors as professional references. While it is not illegal, asking a mentor to serve as a reference:

- may result in the cultivation of "perfection" on the mentee's part

- may limit the mentee in being honest about fears and developmental needs

- may place the issue of trust at risk during the relationship

Mentoring is the acquisition, interpretation, and application of information for the purpose of promoting the educational development of the mentee. This may result in career promotion, but does not guarantee or ensure status change or promise of advancement. An honest bond of trust is more likely to occur if the mentoring partners enter the relationship in an academic spirit.

Concluding Thought

As Dr. Cohen so adeptly states: "As mentees who have been successfully mentored increasingly assume their own role as mentors, the mentoring model can truly become a viable option for adults in our society who want to experience the rich potential of one-on-one learning."

> *"Learn everything you can,*
>
> *anytime you can,*
>
> *from anyone you can –*
>
> *there will always come a time when you will be grateful that you did."*
>
> *~ Sarah Caldwell*

Wrap-Up

Directions: Individually answer the questions below and be prepared to share.

1. What was one main learning point from today's presentation? Did it answer your learning goal?

2. What was left dangling or unresolved?

3. In what way were you challenged today?

4. Based on what you've learned today, name one action that you are committed to take.

Appendix A: Mentoring Agreement Form

We are voluntarily entering into an 18-month formal mentoring partnership.

The Mentee would like to accomplish the following:

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The Mentor will support his/her protégé's developmental process by*: (e.g., helping to develop and monitor his/her mentoring action plan, sharing organizational insight, expanding his/her network, acting as a sounding board, providing developmental feedback):

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The logistics of our meetings will generally include the following:

When: _____

Where: _____

Duration: _____

Frequency _____

Who is responsible for initiating: _____

We will gain and maintain commitment of the protégé's supervisor by:

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We will effectively deal w/challenges to our ideal and unexpected changes by:

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We will honor the following confidentiality agreement:

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We each agree to revisit the goals of this agreement periodically for revision as appropriate. The agreement may be terminated at any time by either the mentee or mentor.

Mentee   Mentor
Signature _____   Signature: _____

Date: _____   Date: _____

Appendix B: Activities and Action Plan Checklist

Type of Activity   **Action Plan**

1. ☐ **Self-Assessment:**

2. ☐ **Performance Evaluations:**

3. ☐ **Individual Development Plans:**

4. ☐ **Feedback – Family/Friends/Colleagues:**

5. ☐ **Personality Instruments:**

6. ☐ **Education:**

7. ☐ **Training:**

Appendix B: Activities and Action Plan Checklist (continued)

Type of Activity	Action Plan

8. ☐ **Management/Leadership Programs:**

9. ☐ **Internships:**

10. ☐ **Networking:**

11. ☐ **Meetings:**

12. ☐ **Special Projects:**

13. ☐ **HRD Staff (workplace):**

14. ☐ **Professional Societies:**

Appendix B: Activities and Action Plan Checklist (continued)

Type of Activity   **Action Plan**

15. ☐ **Community Projects:**

16. ☐ **Individual Research:**

17. ☐ **Books/Journals/Computer:**

18. ☐ **Other:**

Appendix C: Mentoring Profile Form

Mentee Name: _____

Mentor Name: _____

Date Form Completed: _____

Career Goals:

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Educational Objectives:

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Training Plans:

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Strategies for Achieving Goals:

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Present Activities:

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Appendix C: Mentoring Profile Form (continued)

Available Resources:

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Strategies for Achieving Goals:

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Concerns:

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Background Information:

Academic:

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Training:

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Employment:

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Appendix D: 18 Month Mentoring Calendar

Three Months:

Person(s) to Contact:	
Purpose:	
Strategy:	

Six Months:

Person(s) to Contact:	
Purpose:	
Strategy:	

Appendix D: 18 Month Mentoring Calendar (continued)

Nine Months:

Person(s) to Contact:	
Purpose:	
Strategy:	

Twelve Months:

Person(s) to Contact:	
Purpose:	
Strategy:	

Appendix D: 18 Month Mentoring Calendar (continued)

Fifteen Months:

Person(s) to Contact:	
Purpose:	
Strategy:	

Eighteen Months:

Person(s) to Contact:	
Purpose:	
Strategy:	

Closing Comments:

Appendix E: Review of Resources

Financial:

Family/Social Network:

Organizational (Workplace):

Educational:

Community:

Other Sources of Support:

Appendix F: Mentoring Session Record

Session #		Date:	

Topics Covered:

Present Issues:

Current Actions:

Future Agendas:

Other Subjects:

Topics for Later Reference:

Appendix G: NPS New Superintendent Academy Learning Contract

Name:

Park:

Date:

Introduction: Set the context for your learning during the New Superintendent Academy. In addition to the overall Academy curriculum, what are your personal gaps that you would like to address? What is your overall desired outcome? This should be a very concise statement.

Area of Focus: Identify the competency gaps you want to close; the personal skill development you want to pursue; or the "inner capacities" you wish to develop during your time in the NSA (e.g., leadership, multicultural conflict, visioning, trust, etc.)?

NSA - Learning Contract			
Competencies	**Resources & Strategies**	**Evidence of Accomplishment**	**Evaluation**
NSA Overall Learning Outcomes - What overall goals do you have for yourself during this Academy?			
Goal #:	What activities will you engage in to support each Learning Goal?	How will you show that you achieved each goal? What is the evidence that you accomplished what you set out to do? Good demonstration statements are based on outcomes, not activities.	How will your work be evaluated? Who will review your work, approve completion of strategies, and verify your demonstration of learning?
Competency Gaps – What specific competency gaps do you want to close independently?			
Goal #:			

Appendix H: Core Competencies Related to Mentoring

INTEGRITY/HONESTY
Instills mutual trust and confidence. Initiates and sustains action to accomplish scientific goals by guiding, motivating, and gaining the confidence of others. Creates a culture that fosters high standards of ethics. Behaves in a fair and ethical manner toward others. Demonstrates a sense of corporate responsibility and commitment to public service. Achieves voluntary commitment to shared values and goals. Adapts leadership style to different situations.[6]

- Sets and demonstrates high standards of respect for people, the integrity of the scientific process, and appropriate use of property and fiscal resources

- Encourages and respects various perspectives regarding issues, challenges and opportunities

- Is fair and open (i.e. transparent) with regard to promotions, work assignments, performance appraisals, training, rewards and recognition

- Displays trust in employees as appropriate to plan and perform work and stands behind the work they produce

- Is honest in communication with people

- Gives credit to people who deserve it

- Accepts personal responsibility, especially when things go wrong

- Focuses on self-understanding and improvement

- Encourages others and has the courage to speak honestly about problems

- Does what they say they will do

- Takes appropriate action to address ethical, conduct, or performance issues

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[6] "Leadership Style" refers to knowing when authoritative, affiliative, democratic, pace setting, coaching, or other leadership styles are appropriate based on the needs of the employee and the situation. Use of the term "style" may need further discussion.

INTERPERSONAL SKILLS
Establishes and maintains constructive and cooperative interpersonal relationships with others to accomplish the organization's mission. Considers and responds to the needs, feelings and capabilities of different people in different situations. Effectively communicates, to all levels: managers, peers, customers, partners, and employees. Exercises effective listening skills, clarifying information as needed and facilitates an open exchange of ideas. Adapts approach to different people and situations.

- Establishes effective working relationships with internal and external Groups

- Effectively promotes programs, products and services of the organization

- Responds appropriately and in a timely manner to concerns of employees, customers and partners

- Uses open communication and provides regular constructive feedback

- Appropriately uses a variety of facilitation, communication or other interpersonal skills and tools based on the urgency and importance of the issue

- Relates and deals with empathy and respect to a diversity of people

- Holds confidences

- Presents information honestly and encourages courses of action that will be best for the organization

- Creates environment where all employees are able to act appropriately without fear of retribution

ACCOUNTABILITY
Holds self accountable and can be relied upon to ensure that projects within areas of responsibility are completed in a timely manner. Assures that effective controls are developed and maintained to ensure the integrity of their charge and performance of the organization. Identifies how organizational or program results will be measured. Applies merit principles to hold self and others accountable for rules and responsibilities. Monitors programs and/or activities and takes corrective actions when necessary. Encourages others to take ownership of work products, services, and results.

- Ensures the integrity of scientific data and other work-related data
- Holds self and others accountable for high scientific, business, and ethical standards
- Takes personal responsibility for own actions
- Takes action to reward employees for excellent service to the NPS and its customers
- Counsels, disciplines, and when necessary, removes employees for poor performance or conduct issues to ensure the efficiency and effectiveness of the staff
- Continuously works to manage resources and deliver the highest quality products or services in a timely manner within available funding
- Makes decisions and judgments that are in the best interest of the larger agency goals over project, local organization, or personal interests
- Establishes appropriate measures of success (e.g. performance standards, GPRA, etc.) and holds self and others accountable in regular evaluations against those measures
- Actively works to ensure a positive work environment with good morale and high productivity

STRATEGIC THINKING
Formulates effective strategies to address organizational goals that are consistent with the overall mission of the agency. Researches, interprets, provides analysis and reports on long-term customer/client trends for the purpose of formulating policy and strategy. Determines objectives and sets priorities. Understands organizational strengths and weaknesses. Anticipates potential threats or opportunities that address long-term customer and stakeholder needs and concerns. Demonstrates courage to speak and act in the best interest of the organization's future potential. Uses information from various measures in strategic thinking and planning.

- Manages the continuum from Strategic Planning to Tactical Implementation

- Identifies activities to achieve short- and long-term goals and needs

- Anticipates emerging scientific and societal trends and leads the organization to address them

- Integrates lessons learned into strategic planning

- Increases and strengthens the applicability of scientific work to significant societal issues

- Uses a diversity of ideas, opinions, approaches and people to develop organizational strategy

- Challenges assumptions and reexamines long-held beliefs and practices

- Takes the time to research and understand current directions and initiatives and honestly shares the intent of those initiatives with employees and colleagues to constructively engage them as appropriate

INFLUENCING/NEGOTIATING
Develops networks and coalitions. Gains cooperation from others to obtain information and accomplish goals. Negotiates to find mutually acceptable solutions. Builds consensus through give and take.

- Develops networks with key individuals or groups to produce products and/or services

- Uses facilitation, collaboration, and technical skills and knowledge to achieve goals

- Effectively promotes the organization's mission and capabilities

- Represents the NPS in negotiations with others

- Works with communities at all levels to meet their information needs

- Informs decision-making at local, regional, and national levels

- Encourages innovation and risk-taking to influence individual and team performance

- Promotes cooperation in all projects/ventures

- Brings opposing groups or individuals together in order to reconcile differences and accomplish organizational goals

- Applies effective negotiation techniques

DECISIVENESS
Exercises good judgment by making sound and well-informed decisions. Perceives the impact and implications of decisions. Makes effective and timely decisions. Is proactive and achievement oriented.

- Exercises good judgment about what decisions to make as well as when and how to make them

- Employs wide variety of techniques to generate ideas, knowledge, options and decisions

- Involves appropriate people in decision-making

- Encourages and creates an environment which values taking calculated risks when necessary to accomplish the mission

- Learns from past experience to make better decisions in the future

- Uses decision making style appropriate to circumstances

- Ensures that decisions are defensible, actionable, and followed through

- Takes effective action, even in uncertain situations

- Makes sound and timely decisions necessary to carry out programs, ideas, systems or policies

- Deals with issues and complaints by taking appropriate corrective action when needed

Appendix I: References and Suggested Reading

1. Alred, Geof (et al) <u>The Mentoring Pocketbook</u>. Management Pocketbooks: 1998

2. Clutterbuck, David. <u>Everyone Needs a Mentor: Fostering Talent in Your Organisation</u>. 4th edition. Institute of Personnel & Development: 2004.

3. Cohen, Norman H. <u>The Manager's Pocket Guide to Effective Mentoring</u>. HRD Press. Amherst: 1999.

4. Cohen, Norman H. <u>The Mentee's Guide to Mentoring</u>. HRD Press. Amherst: 1999.

5. Ensher, Ellen A, and Murphy, Susan E. <u>Power Mentoring: How Successful Mentors and Protégés Get the Most Out of Their Relationships</u>. J Wiley and Sons, Inc: 2005.

6. Goleman, Daniel. <u>Social Intelligence: The New Science of Human Relationships</u>. Bantam Books: 2006.

7. Bell, Chip R. <u>Managers as Mentors: Building Partnerships for Learning</u>. Berrett-Koehler Publishers, Inc. 2002

8. Lacey, Kathy. <u>Making Mentoring Happen: A Simple and Effective Guide to Implementing a Successful Mentoring Program</u>. Allen & Unwin: 2000

9. Linderberger, Judith and Zachary, Lois. <u>Tips for Developing a Mentoring Program.</u> American Society for Training and Development. The Lindenberger Group, LLC: 2007.

10. <u>Principles of Adult Mentoring Inventory</u>. Cohen, Norman H. HRD Press. Amherst: 1999.

11. Pegg, Mike. <u>The Art of Mentoring</u>. Management Books 2000 Ltd: 1998.

12. <u>The Mentees Self Assessment</u>. Perrone-Ambrose Associates, Inc.: 2000.

13. Walters, Jamie. "Seven Tips for Finding a Great Mentor." <u>Inc.com</u>: April, 2001
    www.inc.com/articles/2001/04/22407.html

Appendix J: Frequently Asked Questions[7]

1.   What are the business reasons for developing a mentoring program?

By 2013, sixty-two percent of all NPS superintendents will be eligible for retirement. This is nearly 2/3 of all superintendents! The time and cost of replacing this base of knowledge, skills, and experience is greatly reduced when we take an active role in forwarding our wisdom to our future leaders. Our passion for preserving and protecting our national treasures is part of our legacy, and it is important to pass this on to the next generations. Mentoring develops the human asset of the organization, helps to transfer important tacit knowledge from one employee to another, and helps with retention and job satisfaction. It's priceless!

2.   What organizational support exists for the mentoring program?

The Servicewide Learning and Development Program is underwriting the cost of tuition, materials, and support to train mentors and mentees and follow the progress of the program.

3.   Who's going to manage and oversee the program?

For superintendents the program is monitored and managed by the New Superintendent Academy staff. For additional information contact: Sandy Taylor at 202-354-1413 or Maia Browning at 202-354-1903.

4.   How often should mentoring partners meet?

Agreement on this question should be reached before signing the contract. Successful relationships should be nurtured and planned. It is encouraged that partners meet face-to-face or connect via phone or email at least once a month.

5.   What are some tips for supporting long-distance mentoring?

Long distance mentoring is fast becoming the rule. With increasing communication technology, there are many options for maintaining contact. Don't assume that distance will harm the relationship. Establish expectations in the Relationship Phase and complete all necessary documentation to seal the agreements.

6.   What mentoring pairings should be avoided?

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[7] Source: Linderberger, Judith and Zachary, Lois. <u>Tips for Developing a Mentoring Program</u>. American Society for Training and Development. 2007. All rights reserved. The Lindenberger Group, LLC

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It is recommended that employees in the direct line of supervision may not be the best combination. Mentees should select a partner who is at least two grades above their own. A seasoned mentor might be the most helpful.

7.   What criteria should be used in selecting a mentor?

You interview and select your own mentor. The following are some suggested criteria:

Ongoing experience in actively listening to others, engaging in dialogue, asking questions, and respecting and supporting the unique capabilities, goals, and potential of another person.

Demonstrated interest in employee and leadership development, willingness to openly share perspectives, values, and experiences and engage in a co-learning partnership with others.

Credibility as an effective leader with peers and managers.

Resourceful as a leader who is adept at recognizing trends, policy directions, and potential change, assessing the impact of change on organizations, and accessing a broad network of helpful relationships and resources.

Experienced in creating a safe and stimulating environment for sharing feelings and ideas, exploring challenging assignments, potential risks and learning, exchanging meaningful feedback, and keeping what is revealed in mentoring discussions confidential.

Committed to making the leadership mentoring program a high priority assignment and scheduling time to fully engage in the mentoring process.

Bio for JoAnn Polcari

JoAnn Polcari, Ph.D.

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As owner of *italix consulting services*, JoAnn serves as consultant, educator, author, design expert, and facilitator to public and private organizations throughout the United States, specializing in the areas of leadership development; organizational/team structure and dynamics; communication, change and conflict management, and decision-making strategies; and the professional development of in-house trainers and facilitators. She is certified by AchieveGlobal as a distance learning instructor who has designed and delivered teletraining programs to more than 100 government agencies.

Dr. Polcari collaborated with the NPS in late 2004 when she designed and delivered the telecast *Communication, Collaboration, Connection: Building Leadership Potential*. In late 2006, she designed and delivered *Valuing Uniqueness: The Ethical Side of Diversity, Imparting Wisdom: A Practical Guide for Mentors*, and *Seeking Wisdom: A Practical Guide for Mentees*.

JoAnn holds a Ph.D. in Industrial/Organizational Psychology with Leadership emphasis, an M.A. in Pupil Personnel Services (Educational Counseling), and a B.A. in Education with emphasis in Early Childhood.

Awards:

- 2004 National Recipient, USDA Graduate School

  Excellence in Individual Instruction

- 2004 National Recipient, USDA Graduate School

  Excellence in Team Instruction

- Former Member, Psi Chi, National Honor Society in Psychology

  (Doctoral level)